

POST-PANDEMIC LEARNING POLICY ADAPTATION IN ELEMENTARY SCHOOLS IN YOGYAKARTA

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ABSTRAK

COVID-19 pandemic crisis has brought about significant changes in the education process. To address these changes effectively, it is essential to adapt learning policies that suit the specific context of each educational institution. Therefore, this study investigated the implementation of post-pandemic learning policies in elementary schools in Yogyakarta city. Data were collected through interviews, observations, and documentation involving 13 participants, namely two principals, two curriculum coordinator teams, six teachers, and five students. Furthermore, data were analyzed using Milles and Huberman's data analysis approach, aided by Atlas.ti version 8 software. The results showed both similarities and differences in the adaptation of post-pandemic learning policy among the elementary schools in Yogyakarta city. Based on their respective adaptations, these schools exhibited distinct patterns of adaptation. For example, Muhammadiyah Elementary School Warungboto, as a private school, adopted a democratic pattern, guided by public opinion and cooperation, while the public institution leaned towards a hierarchical approach. It was also observed that both public and private schools tailored the learning policy implementation to suit their individual needs and contexts.

ABSTRAK

Situasi krisis yang disebabkan oleh wabah COVID-19 menyebabkan perubahan yang sangat mendasar dalam proses Pendidikan. Untuk menyikapi perubahan dalam proses Pendidikan selama ini diperlukan adanya adaptasi kebijakan pembelajaran yang sesuai dengan konteks masing-masing Lembaga Pendidikan. Penelitian ini bertujuan untuk mengeksplorasi adaptasi implementasi kebijakan pembelajaran pasca pandemi di sekolah dasar kota Yogyakarta. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi terhadap 13 partisipan yaitu 2 kepala sekolah, 2 tim koordinator kurikulum, 6 guru, dan 5 siswa di kota Yogyakarta. Data dianalisis melalui analisis data Milles dan Huberman dengan berbantuan software Atlas.ti versi 8. Software-assisted. Hasil penelitian menunjukkan bahwa; terdapat persamaan dan perbedaan dalam adaptasi implementasi kebijakan pembelajaran pasca pandemi di sekolah dasar kota Yogyakarta, berdasarkan adaptasi yang dilakukan sekolah dasar tersebut masing-masing sekolah melahirkan pola adaptasi yang berbeda. SD Muhammadiyah Warungboto sebagai sekolah swasta memiliki kriteria adopsi opini publik dan gaya adopsi pola kerjasama yang menumbuhkan pola demokrasi. Sementara itu, SD Negeri Warungboto lebih berorientasi pada pengarahannya yang menumbuhkan pola hirarki. Namun demikian, adaptasi implementasi kebijakan pembelajaran dari sekolah negeri dan swasta sama-sama dilaksanakan sesuai kebutuhan dan konteks sekolah.

Kata kunci: Kebijakan pembelajaran, adaptasi kebijakan, sekolah dasar, situasi krisis

INTRODUCTION

Learning policy implementation is crucial in enhancing social integration and stability, particularly in maintaining the stability of educational (Carstensen & Emmenegger, 2023). However, COVID-19 pandemic has brought significant changes to the learning platform, often causing negative impacts (Muzdalifa, 2022; Sandri et al., 2023). For example, the pandemic has caused student learning outcomes to be less optimal, specifically in terms of attitude (Rahmadhani, 2019). To remain relevant and responsive to diverse field needs, education policies should be flexible. However, there are instances when changes in government learning policies cause confusion and concern (Sukardi et al., 2022). In response to these challenges and demands, the government has formulated various policies related to institutional management, curriculum, and classroom learning. These policies, outlined in circular letters, serve as alternative solutions (Kemendikbud, 2020a, 2020d, 2020b, 2020c, 2020g, 2020f, 2020e).

Due to the pandemic, the learning process in schools often leaves students feeling bored and overwhelmed with daily assignments (Sari et al., 2021). Additionally, it hinders effective communication, such as parental involvement in guidance and counseling services being limited resulting from busy schedules (Rohmadi et al., 2021). This implies that learning for elementary school children still requires more guidance or teacher-centered approaches.

Fadhilaturrahmi et al. (2021) emphasized that learning remains ineffective due to inadequate facilities and infrastructure, limited freedom for teachers to control student activities, the burden of purchasing internet quota, slow internet connections, and reliance on visual learning styles. Moreover, Suyatno. et al. (2021) revealed that learning has had psychological impacts on students, leading to stress, fear, anxiety, depression, and burnout, resulting in less effective learning outcomes. This causes teachers and students to spend more time reviewing materials and conducting remedial sessions. Therefore, the re-implementation of offline learning post-pandemic may not negatively affect the gains made in online learning during the pandemic, as observed by Muzdalifa (2022) regarding the negative impact on the education sector after shifting from online to offline learning. Based on current realities, learning in Indonesia has not fully fostered the character of Indonesian students as expected (Sukirman & Enung, 2021). Statistical data also indicates that students are less motivated in their learning (Naibaho et al., 2021). Furthermore, the assessments of elementary schools conducted in 2021 showed that the literacy skills of students are still low (Hijjayati et al., 2022).

The pandemic has caused several gaps, including incomplete material delivery and inadequate assistance for student learning during this time. In the post-pandemic period, face-to-face learning has not been stable, affecting sports and extracurricular activities, student learning focus, and literacy levels. Some students have developed habits from online learning, such as waking up late, which continue to persist. Additionally, Ramadhan et al. (2022) observed a decline in student politeness during online learning, possibly due to less supervision by teachers. Based on this scenario, significant differences in student attitudes have become apparent. Moreover, there are fundamental differences in education between Japan and Indonesia, particularly in character education, ethics, discipline, and fields of study (Prakoso et al., 2023).

Previous studies Yendrizal & Rusdinal (2020) formulated government policies on primary school learning during the pandemic and found that careful preparation could address the obstacles faced during implementation. Subahan et al., (2021), described the literature review on basic education policies during the pandemic and their impact on learning. The results shown that implementing basic education policies during the pandemic

has led to many new policies, and the impact is very complex and different in each region requiring a thorough policy review.

Learning policies have also been examined, for example, in "The Concept of Policy and Innovation in Education in Indonesia After the Covid-19 Pandemic," conducted by Salsabila et al., (2022), it was revealed that policies encompass concepts, guidelines, and methods that foster innovation. Consequently, the Indonesian government is striving to innovate in the education sector while also preventing the spread of COVID-19. This approach aims to achieve effective and efficient education, particularly for those concerned about selecting appropriate techniques. Another study by Assya'bani & Muhammad (2022) titled "Development of a Post Covid-19 Learning Model Based on 21st Century Learning" highlights the importance of maintaining two-way communication and emphasizing cooperative relationships among family members in the learning process.

The results above show a lack of focus on adapting post-pandemic learning policy implementation in elementary schools. Therefore, this study centers on adapting post-pandemic learning policy in elementary schools in Yogyakarta city, comparing private and public schools after the pandemic. The study further explores how post-pandemic learning policies can be tailored to the unique needs and contexts of individual schools. Consequently, implementing high-quality learning policies requires strategic adjustments to overcome various difficulties. The study concludes by analyzing the Adaptation of Learning Policy Implementation During and After the Pandemic in Elementary Schools in Yogyakarta City.

METHODS

This study adopted a qualitative approach by specifically utilizing a case study design. The data collected in qualitative study encompassed various sources such as personal documents, field notes, respondents' words and actions, and other pertinent documents (Sugiyono, 2010). The case study approach served the purpose of describing situations, conditions, or events that reflected the lives of individuals or groups (Creswell & Creswell, 2017), and it also enabled the analysis of learning implementation (Jailani et al., 2021). Semi-structured interviews were conducted to gather data, where respondents answered a standardized set of questions, and their opinions and ideas were duly recorded (Rahmadi et al., 2023; Sugiyono, 2010).

The Miles & Huberman model, encompassing data collection, reduction, presentation, and conclusion drawing, was employed (Miles & Huberman, 1994). Data reduction involved selecting relevant data and categorizing them into similar units, subsequently creating codes. As part of the data presentation, relevant data were organized for further examination, with the ultimate goal of deriving profound insights from the collected data (Zainudin & Eka, 2023). To facilitate the data analysis process, Atlas.ti version 8 software was utilized to create codes and concept maps (Mahmudah, 2021). Furthermore, in consideration of the participants' anonymity and adherence to social ethics, all participants were identified using codes (P1-P13) instead of their names (Young, 2017).

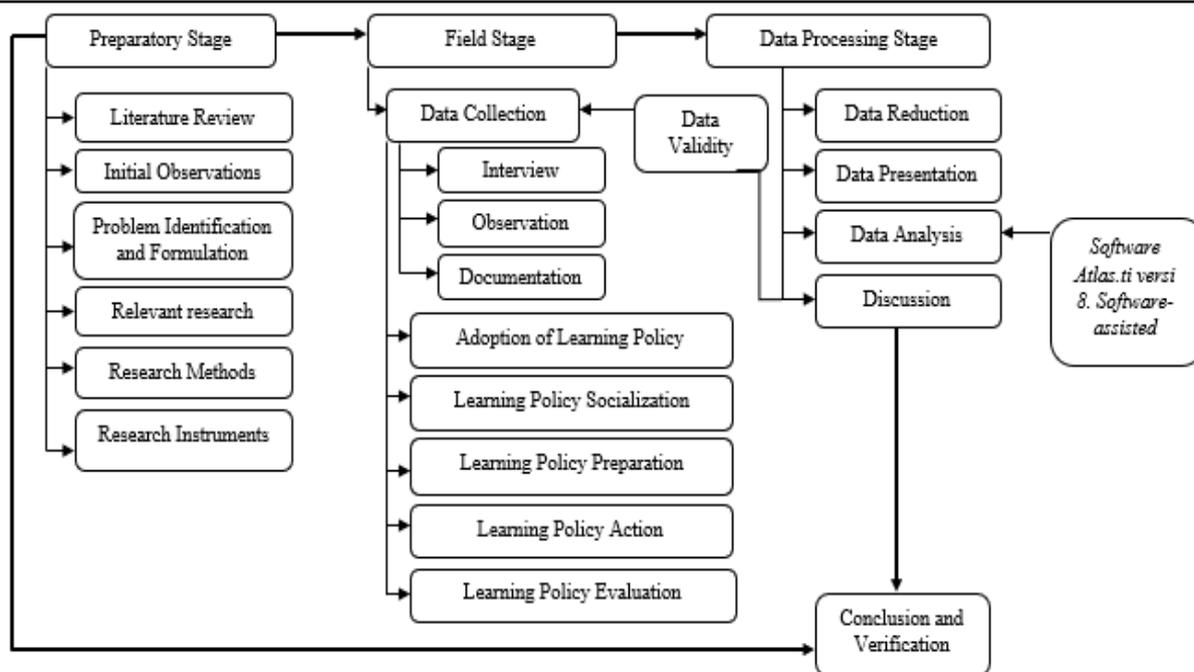


Figure 1. Study Stages

RESULTS AND DISCUSSION

Results

Based on the data analysis using Atlas.ti software version 8, significant themes emerged concerning the adaptation of post-pandemic learning policy implementation in Yogyakarta city elementary schools. These themes encompassed both similarities and differences in the approach. The implementation of post-pandemic learning policy in elementary schools followed a structured and systematic process, involving stages such as adoption, socialization, preparation, action, and evaluation. During the adoption stage, schools initiated coordination meetings. For example, P1, the principal of Muhammadiyah Elementary School Warungboto, stated, "The school conducted coordination meetings," while P9, a first-grade teacher at Public Elementary School Warungboto, also emphasized their importance.

Regarding policy implementation, similarities were observed in the adoption criteria, particularly concerning the influence of leadership and the adoption style with direction. For instance, P1 explained, "The school followed instructions from the education office and the Muhammadiyah Yogyakarta regional leadership, they Samikna Wa Atokna." Similarly, P7, the principal of Public Elementary School Warungboto, mentioned that "the school directly adopted from the government."

Muhammadiyah Elementary School Warungboto, on the other hand, exhibited differences in adopting public opinion and a cooperative pattern that promoted democracy. P2, as the Curriculum Coordinator Team, explained, "Initially, the school sought input from parents," and P1 emphasized the involvement of supervisors, community leaders, and the Foundation. Additionally, P3, a second-grade homeroom teacher, mentioned, "The school adjusted to the conditions of the school, students, and parents." On the other hand, Public Elementary School Warungboto followed a hierarchical pattern, receiving directions solely from the education office. As stated by P7, "The school complied with the office's rules," which was further emphasized by P8, a fifth-grade teacher and part of the Curriculum Coordinator Team, "The school abided by the regulations from the office."

The purpose of implementing learning policies at Muhammadiyah Elementary School

Warungboto focused on enhancing teacher welfare and school operations by catering to students' needs. P1 stated, "In the private sector, one could sell books, and this business could improve teachers' welfare. The proceeds from book sales could support school operations and benefit the teachers." Conversely, Public Elementary School Warungboto aimed solely to manage school operations based on the needs of students, as explained by P7, "For children, it was managed by the school."

The implementation of the independent curriculum at Muhammadiyah Elementary School Warungboto fell under the changing category, as explained by P1, who stated, "The school used the changing independent curriculum." In contrast, Public Elementary School Warungboto adopted the learning category, as clarified by P7, who mentioned, "The school implemented an independent learning curriculum and still used the K13 curriculum." Additionally, Public Elementary School Warungboto also experimented with the application of P5, as stated by P7, "The school applied the K13 curriculum but tried out P5 or the project of strengthening the profile of Pancasila students, though not identical." Furthermore, Muhammadiyah Elementary School Warungboto prepared learning tools by making adjustments, as mentioned by P5, a first-grade teacher, who said, "The school was still developing the syllabus and module." Similarly, P8, a fifth-grade teacher at Public Elementary School Warungboto, stated, "The school provided LKPD (Learner Worksheet)."

Regarding the implementation of learning policies, schools also conducted socialization through meetings, as explained by P9, who said, "Every month and even every week, there were briefings." The socialization was carried out through both indirect and direct interactions. There was no difference in how primary schools carried out socialization through indirect interaction, such as conveying information through WhatsApp groups, as described by P1, who explained, "Information was conveyed through WhatsApp group, such as a letter photographed sent," which was also emphasized by P8, who added, "Through WhatsApp." Meanwhile, direct interaction involved making appointments and holding meetings, as explained by P3, who mentioned, "The school visited by making an appointment on that day and time," which was in line with what P8 stated, "The school held a meeting."

As part of the school's efforts, preparation began with preparing teaching materials, facilities, infrastructure, and health programs. The preparation stage carried out by schools showed minimal differences. For example, P5 stated, "The school prepared annual programs, semester programs, lesson plans, and syllabuses. The school referred to them to comply with government regulations," and this was confirmed by P8, who mentioned, "The school usually sought more creative teaching materials." Additionally, the school ensured facilities and infrastructure readiness, as explained by P3, who said, "Post-pandemic was the same but with more videos, LCDs. Therefore, I designed lessons that encouraged children to move as they enjoyed moving." Providing health facilities had become a standard practice for every school, as indicated by P6, a Muhammadiyah Elementary School Warungboto student, who shared, "When I entered yesterday, I was given a hand sanitizer and soap when I wanted to enter the class."

In implementing the learning policy, schools carefully considered crucial aspects during the action stage, including teaching materials and resources, platforms and media, learning methods, special services, as well as classroom and student conditions. P2 mentioned that "the independent module was already in PMM, and I had it from Erlangga's book," emphasizing the importance of learning resources. Additionally, P8 highlighted the significance of creating LKPD (Learner Worksheets). P5 explained that different methods or

approaches were used in class to engage children. One notable difference at Muhammadiyah Elementary School Warungboto was the provision of special services through home visits to guide lower-grade students in reading and writing, as mentioned by P1.

After implementing the actions, schools consistently evaluated the results and conducted follow-ups. The school's evaluation planning involved holding meetings, as stated by P1, which was reinforced during school coordination meetings, according to P9. The evaluation process did not significantly differ as teachers assessed students through midterm exams, as mentioned by P7, or through Google forms, as explained by P10, a sixth-grade student at Public Elementary School Warungboto. Meanwhile, teacher evaluation was conducted through direct supervision, as stated by P7.

The evaluation results obtained by the school served as input for improvement and further development, as stated by P1, which aligned with P8's statement on making necessary improvements. The adaptation of learning policy implementation was carried out according to the school's specific needs and context, as mentioned by P4, a third-grade teacher. Similarly, P7 emphasized the importance of making adjustments for children.

Discussion

Post-pandemic learning policy adoption

The adoption stage involved decision-making to choose alternative policies that would be implemented (Anderson et al., 2022). The learning policy adoption stage of Muhammadiyah Elementary School and Public Elementary School Warungboto was similar in terms of the adoption criteria, as both schools fell under the Ministry of Education and Culture or the central government. The instructions and circular letters adopted by both elementary schools were in the form of Circular Letter Number 56 of 2022 from the Minister of Education, Culture, Research, and Technology, which provided Guidelines for Implementing the Curriculum in the Framework of Learning Recovery. Later, it was refined by Circular Letter Number 262 of 2022, introducing Amendments to the Decree of the Minister of Education, Culture, Research, and Technology Number 56 of 2022 concerning Guidelines for Implementing the Curriculum in the Framework of Curriculum Learning Recovery During the Pandemic, requiring schools to gradually adopt the Merdeka curriculum (Kemendikbudristek, 2022).

The primary school curriculum referred to the government's Merdeka Curriculum, which included extracurricular learning and the project of strengthening the Pancasila student profile (P5), allocated about 20% of the total JP per year (Zahir & Nasser, 2022). The implementation of the Merdeka curriculum in elementary schools occurred in stages. Elementary schools started gradually implementing the Merdeka curriculum, considering the school's capacity and the readiness of teachers' human resources (Rafikayati et al., 2022). Additionally, the Merdeka curriculum was designed to cater to the needs of teachers and students, aiming to achieve educational goals. According to Leny (2022), the Merdeka curriculum was designed to bring about changes in the quality of student learning and achieve educational objectives.

The purpose of the Merdeka curriculum was to create a learning design that provided opportunities for students to learn in a relaxed, calm, unpressured, and joyful environment while paying attention to students' natural talents (Susilowati, 2022). As a step in adopting the Merdeka curriculum, schools implemented P5 to keep up with curriculum developments. This allowed teachers to have flexibility in conducting more creative activities while preparing learning tools, leading to a greater awareness of students' needs and natural talents. In line with Wala & Lanny (2022), implementation of the Merdeka curriculum

facilitated flexible learning, enabling students to explore their potential and abilities more deeply, and provided space for both teachers and students to engage in creative activities. And the Merdeka curriculum is included in the valid and practical category (Amanda et al., 2023).

The mechanism and procedure for learning policy adoption at Muhammadiyah Elementary School Warungboto, a private school under Muhammadiyah, followed the direction set by the Muhammadiyah Yogyakarta Regional Leadership, distinguishing it from the public institution. The schools employed different adoption criteria based on public interest and opinion, including the input of parents, as previously mentioned in the theory (Anderson et al., 2022). Therefore, the decisions made by Muhammadiyah Elementary School were referred to as individual and collective decisions, determined by each parent to reach the best possible outcome.

Another distinction lay in the adoption style used at Muhammadiyah Elementary School Warungboto, where a collaborative pattern was employed, involving parents and school stakeholders in decision-making. This approach aligned with the theory of Nugroho & Tilaar (2009), which emphasized the role of education's vision and mission in society, encompassing the entire nature of humanity within the scope of education. Consequently, parents were actively engaged in the decision-making process to promote a democratic pattern within the school.

Aside from the above, Public Elementary School Warungboto, being a government school, made decisions solely based on directives from the education office. The school adopted policies in accordance with the rules set by the government and the Yogyakarta city education office. Therefore, decisions at the school were not based on democracy and did not involve a hierarchical pattern between the institution and the education office. Decision-making was exclusively driven by the command from government, which carried binding authority (Anderson et al., 2022).

Another difference lay in the mechanism of New Student Admission (PPDB). Muhammadiyah Elementary School formulated its regulations in accordance with the foundation's direction and deliberation, allowing it to implement PPDB before the government's schedule. This flexibility stemmed from the school's status as a private institution, granting it the freedom to accept new students according to its requirements. On the contrary, Public Elementary School adhered to the schedule provided by the education office and carried out PPDB by directly accepting new students, also known as non-RTO.

The budget relocation policy at Muhammadiyah Elementary School encompassed funds obtained from BOSNAS, BOSDA, tuition fees, and student and parent donations. These funds were utilized for school necessities and fulfilling human resource requirements, aiming to develop and operate the school while ensuring teacher welfare. In contrast, Public Elementary School solely relied on budget allocation from BOS and BOSDA, which was directed towards purchasing cleaning and health equipment, limited to operational needs.

Another notable distinction regarding the implementation of the Merdeka curriculum was the categorization. At Muhammadiyah Elementary School, the curriculum fell under the changing category, while at Public Elementary School, it fell under the learning category. After adopting the Merdeka curriculum, teachers at Muhammadiyah Elementary School received training and guidance from the Yogyakarta city education office to create learning tools and modules, with the primary goal of enhancing their competence in implementing the new curriculum (Mustofa & Pance, 2022).

The socialization stage, as described by Hasbullah (2015), involved disseminating information to the community through various media and direct meetings. In elementary schools, socialization with parents regarding learning policies took place through both indirect and direct interactions.

Indirect interaction involved utilizing social media platforms such as Zoom meetings, WhatsApp, Facebook, and Instagram, which proved to be effective, particularly during the pandemic (Prasetiyo & Suyatno, 2021). Additionally, direct interaction was conducted through parent meetings at the beginning of the 2022/2023 school year, held in classrooms to ensure efficient information delivery after the government allowed the resumption of face-to-face learning (Zanden & James, 1990).

Post-pandemic learning policy preparation

The preparation stage involved creating the work program and managing its implementation (Mallapiang et al., 2020; Al Hikami & Haksama, 2022). Generally, the preparation stage for post-pandemic learning in Warungboto Yogyakarta urban Elementary Schools had similarities, beginning with the development of teaching materials tailored to school conditions and student needs. These teaching materials were adapted to the school environment and the learning needs of students to create an engaging learning atmosphere (Rafikayati et al., 2022). The materials included annual programs, semester programs, lesson plans, and syllabuses that were carefully crafted. Furthermore, these well-prepared teaching materials were considered suitable for use by teachers, making them effective tools in the elementary school learning process (Mustadi et al., 2023).

In the post-pandemic learning phase, some teachers continued to use facilities like Google Classroom, even though offline learning gradually resumed in the classroom during the 2022/2023 school year. Additionally, schools improved facilities such as LCD (liquid crystal display) projectors to enhance students' learning motivation and keep up with technological advancements. Therefore, schools needed to focus on utilizing technology more efficiently, with minimal procurement and maintenance costs, while still effectively facilitating the education process (Mishra et al., 2020).

As a supportive measure for post-pandemic learning, schools also provided hygiene tools like hand washing containers, liquid soap, and hand sanitizers. One of the differences in the school preparation stage was observed at Muhammadiyah Elementary Schools Warungboto, where the school collaborated with the nearest health center to administer Covid-19 vaccines to students. This measure was implemented to ensure students could easily access the Covid-19 vaccine.

Learning policy action

The action stage involved implementing activities to achieve existing policy goals (Jas et al., 2023; Ulfa & Fatchiya, 2019). Schools carried out this stage by providing tailored materials and learning resources for students. Among the resources were teaching modules, available in both soft and hard copy formats. These materials aligned with the implemented curriculum and were designed to be engaging and creative. Additionally, teachers were expected to be familiar with the teacher's textbook when creating teaching materials (Hasibuan et al., 2022). Enhancing media and learning platforms was also part of improving school facilities. According to (Syaputra et al., 2023), media and platforms played a significant role in the success of the learning process.

Various post-pandemic learning methods included group learning, lectures, discussions, and video presentations. These methods inspired students and promoted their

active engagement in socializing. Learning methods were adapted to each student's abilities, providing examples, assignments, and instructions to foster independent learning. This approach was considered the most crucial factor impacting learning quality (Juharni et al., 2023) and could help students develop their potential (Khairunnisa & Jiwandono, 2020). According to Paraniti & Suma (2022), in the implementation of implementation competencies must be further improved in two indicators: creativity of learning implementation, which is in line with teachers' understanding of various innovative learning models, and learning implementation, in line with learning plans.

As part of their actions, Muhammadiyah Elementary School Warungboto provided home visit services to offer the best facilities and student assistance. Special services were divided into three categories, including (1) students with difficulties in basic literacy skills, (2) students experiencing challenges with online learning, and (3) students about to undertake Alternative School for Primary Education (ASPD). This program addressed and resolved various deviations and issues together (Santosa & Muhammad, 2021). Another approach the school could adopt was culturally-based learning related to the implementation of P5, as it not only benefited academic knowledge, attitudes, and behaviors but also strengthened the presence of local culture and internalized the values to develop students' characters (Dwiputra & Sundawa, 2023).

Post-pandemic learning policy evaluation

An evaluation was conducted to assess the strengths and weaknesses of the curriculum used in the planning and implementation process (Firdaus et al., 2022). This evaluation helped in understanding policy implementation, its contributing factors, and the strategies employed to improve implementation performance, in line with the perspective of (Hasbullah, 2015). The role of the principal in academic supervision should be proven through ethical behavior, sincerity, patience, humility, sensitivity, friendliness, equality, open communication, mutual respect (Effendi & Sahertian, 2023).

Learning evaluation took place weekly, and sometimes even daily, wherein teachers assessed students' cognitive and affective aspects. Technically, this evaluation was carried out through Google meetings, online quizzes, midterm tests, and classroom observations of students' behavior after the pandemic. Additionally, the elementary school in Warungboto evaluated school teachers' performance through teacher supervision, focusing on effectiveness, efficiency, relevance, and program feasibility (Firdaus et al., 2022). The school principal evaluated the impact of the learning policy on teachers through supervision once per semester. The success of the Merdeka Curriculum in overcoming class retention required the active role of all components of education, starting from teachers, principals, related institutions, parents, and students (Aegustinawati & Sunarya, 2023).

These results served as guidelines to understand the effect of the implemented learning policy and assess the extent of its implementation. Policy impact evaluation should encompass both formal evaluation implementation and informal assessment (Anderson et al., 2022). Subsequently, the school revised and made improvements based on the learning policy's implementation, while considering available resources and expanding cooperation both within educational institutions and outside of education. Attending to small details was crucial in reporting the evaluation's output, evaluating the impacts on the target and non-target groups, and providing recommendations to enhance the policy (Hasbullah, 2015; Ndari et al., 2023).

A slight difference could be observed in the evaluation stage in elementary schools in Warungboto. At Muhammadiyah Elementary School, evaluations occurred weekly,

involving all teachers and staff to monitor the progress of learning policy implementation. On the other hand, Public Elementary School conducted evaluations only once a month. Furthermore, during the evaluation process at the school, Google Forms were continually used to measure learning achievements (Fitriyah & Achadi, 2020).

CONCLUSION

The study showed that elementary schools in Warungboto, Yogyakarta, had different approaches to learning policy adaptation, all aimed at enhancing available school resources. The role of elementary schools was to impart knowledge and also to nurture character development in students. This study highlighted similarities and differences in how private and public elementary schools implemented post-pandemic learning policies. For example, Muhammadiyah Elementary School, as a private institution, embraced a cooperative and democratic approach, influenced by public opinion. On the other hand, Public Elementary School adopted a hierarchical approach with clear directives. In the aspect of learning policy goals, the private institution prioritized the welfare of teachers and school operations while adjusting to the needs of students. In contrast, the public institution focused solely on school operations, and also considered the needs of students. Aside from these differences, both elementary schools adapted learning policy implementation according to their specific needs and contexts. This study suggested that finding a balance between aligning learning policy with government decisions and considering available resources was crucial for both schools.

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